

Standards of Accreditation Chapter 55
Recommended Changes for Consideration ARM 10.55.706-10.55.717
September 2011 (February Documents with January Edits)

OK for Now	Needs Work	10.55.706 TEACHER INVOLVEMENT
	X	(1) Teachers shall be involved in curriculum development and student assessments and in the promotion of a school climate that enhances student learning, achievement, and well-being.
OK for Now	Needs Work	10.55.707 TEACHER AND SPECIALIST LICENSURE
X		(1) Teachers shall hold Montana teaching licenses
X		(2) An emergency authorization of employment is not a valid license; it is granted to a district which, under emergency conditions, cannot secure the services of a licensed teacher.
X		(3) All school psychologists must be licensed with a class 6 specialist license.
X		(4) Licensed teachers and school counselors who are enrolled in Board of Public Education accredited internship programs in the state of Montana shall be considered appropriately assigned when teaching or serving in the internship area.
OK for Now	Needs Work	10.55.708 TEACHING ASSIGNMENTS
X		(1) Teachers shall be assigned at the levels and in the subjects for they are licensed and endorsed. Exceptions are:
X		(a) individuals serving in internship positions accredited by the Board of Public Education;
X		(b) teachers assigned in grade 5 or 6 in the departmentalized classroom or middle school, who hold a 5-12 secondary license, must be endorsed in the subjects they are teaching. A 5-12 license will not cover a grade 5 or 6 assignment in a self-contained K-8 classroom; and
X		(c) clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in Appendix A of the "Montana School Accreditation Standards and Procedures Manual."
X		(2) Licensure at the elementary level entitles the holder to teach in grades K through 8.
X		(3) No teacher shall have more than 28 hours of assigned student responsibility per week except for one-, two-, and three- teacher schools.

OK for Now	Needs Work	10.55.709 LIBRARY MEDIA SERVICES, K-12
X		(1) The school library shall be housed in a central location, and each school shall have a full-time, or part-time licensed and endorsed library media specialist at the following ratio:
X		(a) .5 FTE for schools with 126-250 students;
X		(b) 1 FTE for schools with 251-500 students;
X		(c) 1.5 FTE for schools with 501-1000 students;
X		(d) 2 FTE for schools with 1001-1500 students;
X		(e) 2.5 FTE for schools with 1501-2000 students; and
X		(f) 3 FTE for schools with 2001 or more students.
X		(2) Schools or districts of fewer than 125 students shall employ or contract with a licensed, endorsed-school library media specialist. They may utilize a consortium multi-district agreement, or interlocal cooperative to secure these services. (History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 1989 MAR p. 342, Eff. 7/1/89; <u>AMD</u> , 2000 MAR p. 3340, Eff. 12/8/00.)
OK for Now	Needs Work	10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF
X		(1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated.
X		(2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.
X		(3) Schools and/or districts with fewer than 125 students shall employ or contract with a licensed, endorsed school counselor or call 6 specialist. They may utilize a consortium multi-district agreement, or interlocal cooperative to secure these services. (History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 1989 MAR p. 342, Eff. 7/1/89; <u>AMD</u> , 2000 MAR p. 3309, Eff. 11/28/02.)



OK for Now	Needs Work	10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD
X		(1) These standards do not require a minimum class size at any grade level or for any subject offered. One pupil may be considered a class.
OK for Now	Needs Work	10.55.712 CLASS SIZE: ELEMENTARY
X		(1) In single-grade classrooms, the maximum class size shall be:
X		(a) no more than 20 students in kindergarten and grades 1 and 2;
X		(b) no more than 28 students in grades 3 and 4; and
X		(c) no more than 30 students in grades 5 through 8;
X		(2) In multigrade classrooms, the maximum class size shall be:
X		(a) no more than 20 students in grades K, 1, 2, and 3;
X		(b) no more than 24 students in grades 4, 5, and 6;
X		(c) no more than 26 students in grades 7 and 8.
X		(3) Multigrade classrooms that cross grade level boundaries (e.g., 3-4, 6-7) shall use the maximum of the lower grade.
X		(4) In one-teacher schools, the maximum class size shall be 18 students.
X		(5) Instructional aides are mandatory when class size or teacher load exceed the standards. An instructional aide shall be assigned a minimum of 1 1/2 hours per day, per student overload up to six hours.
X		(6) An overload of five students per classroom is considered excessive.



OK for Now	Needs Work	10.55.713 TEACHER LOAD AND CLASS SIZE: HIGH SCHOOL, JUNIOR HIGH, MIDDLE SCHOOL, AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES
X		(1) In addition to the school administrator, the school shall employ a sufficient number of licensed FTEs to allow for varying instructional patterns including, but not limited to teaming, core curriculum and departmentalization. Each program offered shall be staffed by appropriately licensed and endorsed FTE educators.
X		(2) Individual class size shall not exceed 30 students.
X		(a) Class size limits do not apply to instrumental music or choral groups.
X		(b) Laboratory/studio, e.g., science, art, PE, career and technical education, class size shall be limited for safety purposes. The number of students shall be determined through consultation with the teacher, considering the number, size and use of laboratory stations.
X		(3) The number of students assigned a teacher per day shall not exceed 150.
X		(a) Study hall, regardless of size, shall be counted at 15 students.
X		(b) Student limits do not apply to instrumental music or choral groups.
X		(c) Library, guidance, and study hall duties are assigned student responsibilities. However, in cases where a teacher is assigned full time in these areas, the assignment may be for the entire day.
X		(4) Teachers with a significant writing program, as defined by the local board of trustees' policy, shall have a maximum load of 100 students.
OK for Now	Needs Work	10.55.714 PROFESSIONAL DEVELOPMENT
	X	(1) By definition, Professional development:
	X	(a) <u>shall be aligned with district educational goals and objectives;</u>
		(a) (b) focuses on teachers as central to student learning, yet includes all other members of the school



	X	community;
	X	(b) <u>(c)</u> focuses on individual, collegial, and organizational improvement;
	X	(e) <u>(d)</u> respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;
	X	(d) <u>(e)</u> reflects proven research and practice in teaching, learning, and leadership;
	X	(e) <u>(f)</u> enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
		(f) <u>(g)</u> promotes continuous inquiry and improvement embedded in the daily life of schools;
	X	(g) <u>(h)</u> is ongoing and sustained;
	X	(h) <u>(i)</u> is planned collaboratively by those who will participate in and facilitate that development;
	X	(i) <u>(j)</u> requires substantial time and other resources;
	X	(j) <u>(k)</u> is driven by a coherent long-term plan; and
	X	(k) <u>(l)</u> is evaluated ultimately on the basis of its <u>the impact of professional development</u> on teacher effectiveness and student learning, and <u>the results of</u> this assessment guides subsequent professional development efforts.
X		(2) Teachers and specialists shall annually complete a minimum of three pupil instruction related (PIR) days dedicated exclusively to professional development, or pursuant to law they shall not be paid.
	X	(a) A professional development PIR day shall constitute six hours of contact time.



X		(b) A school district may divide a professional development PIR day into no fewer than one-hour blocks of contact time.
X		(c) A professional development block may be held on the same day as a pupil instruction day, but a school district shall not schedule a professional development PIR day to convene simultaneously with a pupil instruction day.
X		(3) The board of trustees shall establish an advisory committee to evaluate the school district's current school year professional development plan; and develop and recommend a plan for the subsequent school year.
X		(a) The advisory committee shall include, but not be limited to, trustees, administrators, and teachers. A majority of the committee shall be teachers.
X		(b) Each school year, the board of trustees shall adopt a professional development plan for the subsequent school year based on the recommendation of the advisory committee.
X		(c) The plan recommended by the advisory committee and adopted by the board of trustees shall outline how, when, and from whom teachers and specialists shall meet their professional development PIR day expectations.
X		(d) Although the advisory committee's recommendation is advisory, the plan adopted by the board of trustees must include two professional development PIR days in October during which schools must close in order to permit teachers and specialists to attend the annual professional development meetings of state professional associations.
X		(e) The adopted plan may include alternatives but shall not interfere with or prohibit teacher and specialist attendance at the annual October professional development meetings of state professional associations.
X		(f) Teachers and specialists who do not attend the annual professional development October meetings of state professional associations or school district plan approved alternative professional development PIR



		days shall not be paid for the days they are absent.
X		(g) Teachers, specialists, administrators, and school districts shall not substitute for professional development PIR day purposes professional development opportunities not specifically outlined in the school district's adopted professional development plan.
X		(h) The board of trustees shall file their adopted professional development plan with the Office of Public Instruction and make their plan available to employees and the public.
		10.55.714 PROFESSIONAL DEVELOPMENT <u>Learning</u> Suggested new language for 714 (1)(a) through(l)
	X	(1) <u>Professional learning that increases educator effectiveness and results for all students:</u>
	X	<u>(a) aligns with local board of trustees' educational goals and objectives;</u>
	X	<u>(b) occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;</u>
	X	<u>(c) requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;</u>
	X	<u>(d) requires prioritizing, monitoring, and coordinating resources for educator learning;</u>
	X	<u>(e) uses a variety of sources and types of student, educator , and system data to plan, assess, and evaluate professional learning;</u>
	X	<u>(f) integrates theories, research, and models of human learning to achieve its intended outcomes;</u>
	X	<u>(g) applies research on change and sustains support for implementation of professional learning for long-term change; and</u>
	X	<u>(h) aligns its outcomes with educator performance and student curriculum standards.</u>
OK for	Needs	10.55.715 INSTRUCTIONAL AIDES:



Now	Work	QUALIFICATIONS AND SUPERVISION
X		(1) Instructional aides need not be licensed; however, the following supervision is required:
X		(a) Instructional aides assigned due to classroom size or diversity shall be under the direct supervision of a certified - <u>licensed</u> teacher. This means that the aide shall be supervised by a certified <u>licensed</u> teacher who is responsible for instruction and assessment of students. The supervising teacher shall be available while the aide is fulfilling his/her responsibilities and shall not be simultaneously assigned to another teaching duty or preparation time.
X		(b) Instructional aides assigned to assist students with special education needs shall be under the supervision of the teacher or other professional designated as primarily responsible for instructional planning for the student. The designated professional has the responsibility to provide regularly scheduled communication and direction to the instructional aide and not to delegate any activity to the instructional aide that requires professional skill, knowledge and judgment.
X		(c) Instructional aides assigned to assist students in gaining specialized knowledge not generally available from a properly endorsed teacher shall be supervised by a teacher certified - <u>licensed</u> at the proper level. The supervising teacher is responsible for instruction and assessment of students and shall not be simultaneously assigned to another teaching duty or preparation time.
OK for Now	Needs Work	10.55.716 SUBSTITUTE TEACHERS
X		(1) Substitute teachers may be used for extended teacher absences under the following conditions:
X		(a) In cases where a regular, licensed teacher under contract is temporarily unable, by reason of illness or for other reasons approved by the school district board of trustees, to fulfill the teacher's duties, substitute teachers may be employed to carry on the duties of that teacher's position for a period not to exceed 35 consecutive teaching days. Such substitutes need not hold a current license, but preference shall be given to those substitutes who are properly licensed.
X		(b) If the absence of the regular, licensed or authorized teacher continues for more than 35 consecutive teaching days, the substitute may be placed under contract if licensed or the board of trustees shall place a licensed teacher under contract. If the board of trustees makes a written declaration to the Superintendent of Public Instruction that no licensed teacher is available, the district shall pursue the employment of a teacher authorized under the provisions of ARM 10.57.107.

X		(2) Any nonlicensed substitute teacher shall complete a minimum of three hours of training, as approved by the school district board of trustees.
X		(3) Any nonlicensed substitute teacher must have received a high school diploma or have attained a passing score on the general education development assessment.
X		(4) A district that employs a nonlicensed substitute teacher must conduct a fingerprint-based background check of that individual according to the following procedures:
X		(a) The nonlicensed substitute teacher must present a complete set of fingerprints to a qualified law enforcement agency to be submitted to the school district.
	X	(b) The district shall not employ the nonlicensed substitute teacher until state and federal authorities have reported the results of the background check or until the district has conducted a reference check of the individual.
	X	(c) The district shall accept the report of a previous fingerprint-based background check if it is submitted by a Montana university or college for a student currently or formerly enrolled in an accredited Montana professional educator program. The report shall not be accepted if it was completed more than two years prior to the date of submission.
X		(d) The district shall consider the information obtained from the results of the fingerprint-based background check under the provisions of Title 37, chapter 1, part 2, MCA, governing the licensure of criminal offenders and under 20-4-110, MCA. Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the district as grounds for removal from the classroom if the conviction was for a sexual offense, theft, or any other crimes <u>meeting the criteria of Title 37, chapter 1, part 2, MCA.</u>
	X	(5) Sections (2), (3), and (4) may be waived by the trustees in whole or in part, if the nonlicensed substitute has previous teaching or substitute teaching experience in an accredited public school in Montana <u>in the last three years.</u>



OK for Now	Needs Work	10.55.717 Assignment of Persons Providing Instruction to Braille Students
X		(1) No licensed or classified employee of a school district, cooperative, or any contracted service provider shall be assigned to provide instruction of Braille to a student or produce Braille materials who has not demonstrated competency in "contracted" (grade two) standard literary Braille code by:
X		(a) successful completion of the National Literary Braille Competency Test; or
X		(b) successful completion of the Braille competency test developed by Portland State University (Braille Literacy Usage Exam); or
X		(c) successful completion of Library of Congress transcriber's certificate; or
X		(d) successful completion of a program, for teaching visually impaired students, from an accredited college or university.
X		(2) The employing agency (school district and/or cooperative) is responsible for monitoring appropriate assignment of personnel under (1).
X		(3) Any person under (1) shall have two years, from the date that the individual has been initially assigned to provide instruction in Braille or to produce Braille materials, to successfully pass the testing requirements.
X		(4) A person who has met the requirements of (1) shall maintain their facility with "contracted" (grade two) standard literary Braille code through continuing education opportunities.
X		(5) For the purposes of (4), an approved provider of continuing education may include any entity approved by the Montana Office of Public Instruction and/or the Montana Board of Education.
X		(6) Individuals who seek to remain eligible to work with visually impaired students are responsible for documenting completion of continuing education. Such individuals will provide a copy of their documentation to their employing school district.
X		(7) If a paraprofessional, who has not successfully met the requirements found in (1), is assigned to work with a student who has a visual impairment, the paraprofessional will be supervised by the district's special education teacher in collaboration with a teacher of the visually impaired who holds a license from an accredited university. In addition, the assigned paraprofessional and the school district shall meet the requirements contained in (1) within two years of the date a student with a visual impairment has been identified as in need of Braille instruction and/or materials.